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ABSTRACT

As recently as the early 1980's, the overwhelming majority of community college presidents and trustees were far from endorsing international education on their campuses. However, the increased involvement of the United States in the global economy, growing numbers of foreign students, and interest in community colleges from government officials and educators from other countries have all contributed to increasing recognition of the role that community colleges can play in international education. In this context, international education refers to all studies and programs that help students learn about the world beyond their own nation and transcend their culturally conditioned, ethnocentric perspectives, perceptions, and behavior. These goals have been furthered by more than a dozen two-year college consortia devoted to international education, financial and information resources provided by a variety of agencies, and exemplary programs at many community colleges. Community Colleges for International Development (CCID), for example, is a consortium of 40 U.S. and Canadian community colleges established to provide opportunities for international study, exchange, and professional development to two-year college students and faculty and cooperating institutions abroad. In addition, CCID colleges provide long- and short-term education and technical assistance to interested countries. At Florida's Brevard Community College, one of the founding members of CCID, international education includes foreign language instruction, international studies, and efforts to internationalize the general education and business curricula. Faculty development is the primary means of advancing the international dimension, but leadership and support from top administrators is essential to ensuring that international education is an institutional priority. How other community colleges implement international education will depend on their own purposes, procedures, and personnel. (ALB)

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PROVIDING LEADERSHIP AND IMPLEMENTATION FOR INTERNATIONAL EDUCATION IN COMMUNITY COLLEGES

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June 13, 1989

Paper presented at the National Conference of the League for Innovation in the Community College, San Francisco, CA, June 11-14, 1989.

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June 13, 1989

PROVIDING LEADERSHIP AND IMPLEMENTATION FOR INTERNATIONAL EDUCATION IN COMMUNITY COLLEGES

Greetings. I am happy to be here with my colleagues to share some ideas, thoughts and suggestions about our topic: *Providing Leadership and Implementation for International Education in Community Colleges.* You will notice that we have identified two specific aspects of how to proceed: leadership and implementation.

While both aspects are essential, their relationship has changed in the community college. For example, ten to fifteen years ago there was little need for talk about implementation because few community college leaders believed that international education should even be considered in the community college. Today, few leaders doubt that it should be; hence, the emphasis has shifted towards more considerations of implementation--more and more it can be assumed that the leaders are already persuaded. As someone has said, the "time for cheerleading about international education in the community college is over" and the time for action is well underway.

Before, however, we suggest specific ways in which leadership and implementation can be provided it may be helpful to survey quickly where the relationship of international education and the community college was when most of our institutions were created, how and why that relationship has changed, and where it is today. In other words, we can benefit in charting our courses of action if we know where we're coming from.

Also, it will be helpful to begin our presentations with a general working definition of how we perceive "international education." For us,

"international" in international education is not really concerned with what the words suggest: education between nations; it is more concerned with transnational and transcultural education. The term "international education" is challenging to delineate: in this article we are referring generally to all programs, projects, studies, and activities that help an individual to learn and care more about the world beyond his or her nation, and to transcend his or her culture-conditioned, ethnocentric perspectives, perceptions, and behavior. In addition, international education should not only increase one's knowledge but also enhance one's wisdom and affinity with humanity.

In connection with my remarks, I am distributing some publications which will be parallel to many of my observations and suggestions which I will be making. Also these publications will provide information, sources, and resources which you may want to learn more about.

Progress of International Education in the Community College

As recently as the early 1980s, fewer than 75 community colleges were members of international education consortia, and the overwhelming majority of community college presidents and trustees were far from endorsing and supporting international education in their institutions. But increased involvement of the United States in global economy has affected our local communities: many foreign companies and investments are coming in, and many local businesses are being encouraged and enabled to sell abroad. In community colleges, the number of foreign students has increased substantially and more than proportionally compared to upper-division institutions. Currently, the number is about 50,000--about a third of all foreign students enrolled at the undergraduate level in U.S. colleges.

Other interest in community colleges from abroad came from government officials and educators who toured U.S. colleges to learn more about our programs--especially about how workers are trained and educated for technology-related

occupations. These educators also wanted to observe how community colleges interact with our communities.

Encouragement for community colleges to become involved in international education came from within the country as well. Strength Through Wisdom, a 1979 report from President Carter's Commission on Foreign Language and International Studies, identified the community college to have a "central role in extending the knowledge of our citizens to the broadest population base possible." In 1987, the American Association of Community and Junior Colleges (AACJC) issued its Public Policy Agenda which included for the first time a section designating as a priority the international dimension of the community college.

Along with the endorsements and encouragement has come operational help. There are now more than a dozen consortia among community colleges to help implement an international dimension; for example, the AACJC international Intercultural Consortium, in Washington, D.C., and Community Colleges for International Education, at Brevard Community College, in Cocoa, Florida. Other community college consortia are organized by state or region; some are organized by relationship to a particular country; and some are organized for special purposes, such as the College Consortium for International Studies, which provides many opportunities for faculty seminars abroad and for student semester study programs in more than 20 countries.

In addition to becoming a member of appropriate consortia, a community college interested in adding an international dimension will find that there are many sources and resources already in place that can expertly help in specific ways: federal grants, Fulbright assignments, services to foreign students from the National Association for Foreign Students in Washington, D.C., and the services and publications of the Institute of International Education in New York City.

There are now many community colleges that provide examples of how to implement an international dimension. In a general sense, all such programs could be

placed on a pedagogical continuum--from those that are content and course-centered to those that favor an infusion approach with special attention to curriculum-wide teaching modules for cognitive and affective learning.

Current Trends

It is within this context of changes of attitudes and actions in the community college that I want to next share my own personal, professional, and institutional experiences. I choose this kind of narrative because, in many ways, my own involvement in international education parallels the development which evolved generally in the community colleges during the past ten to fifteen years.

My first professional experience in international education was in 1975 when I went to Europe with ten other college presidents to tour higher education institutions on a trip which was sponsored by the U.S. Office of Education. The purpose of the trip was to encourage U.S. college leaders to promote international education and exchanges.

I was one of the least internationally experienced among the group and after returning home, waited for others to provide leadership. When nothing seemed to be happening, I decided to start a consortium among community colleges, the Community Colleges for International Development, Inc. (CCID). From its start, the administration of CCID has been directed from my own college, Brevard.

The Community Colleges for International Development

The CCID is a consortium of 40 U.S. and Canadian community colleges. When it began in 1976 the membership was six. The central purpose of the consortium was "to provide mid-level manpower training and technical assistance in occupational, vocational, and technical education to developing nations throughout the world." From its beginning, CCID leadership also recognized that such technical assistance programs needed to be part of a larger context--one which included

complimentary educational objectives which would provide services to our own institutions as well as to those which we sought to serve.

Today, the additional central objectives of CCID are to provide "opportunities for international study, exchange, and professional development to students and faculty of U.S. community colleges and cooperating institutions abroad," and to provide "leadership and services in the development of international education in community colleges."

To achieve these objectives, CCID purposely started with a small institutional membership whose leaders were compatible and committed. Also, their institutions were diverse in geographical location and educational specialities. CCID is incorporated as a non-profit consortium administered by a Board of Directors consisting of the presidents of each member college. In 1986, CCID created a new category of institutional relationship to CCID which is designated as Affiliate. An Affiliate is both a cooperating institution and a user of CCID services but does not participate in the governance of CCID. The concept and motivation for the Affiliate status came from outside CCID--in the requests for membership--and from within CCID--in the desire to keep the membership small enough to retain its cohesion and continuity.

CCID colleges are willing and able to provide education and technical assistance through many kinds of arrangements. Interested countries may request on-site technical assistance and/or send students and/or faculty to CCID colleges where well-equipped instructional facilities plus well-prepared faculty are available. Long-term (generally six months or longer) and short-cycle training programs are available. All technical assistance and educational programs are jointly designed and implementated by representatives of the involved institutions.

CCID has bilateral agreements with the Republic of China (Taiwan) and Suriname which have been in effect for over ten years. Within the past four years, new agreements have been negotiated with the Technical University of Budapest, the

Czech Technical University of Prague, the Association of Colombian Universities, the Supreme Council of Egyptian Universities, and the Maharashtra Federation of College Principal's Association.

Many kinds of foreign technical assistance programs have been initiated and implemented by individual CCID members which have developed their own competencies and connections. These programs are too numerous and diverse to identify and describe here but references to them appear in the newsletters of CCID which are available.

Brevard Community College, For Example

At Brevard Community College (BCC), we consider international education as a transcultural and transnational dimension, represented by a continuum on which specialized study also exists. For example, particular focus is given to specific aspects of the dimension: foreign languages, general education, international studies, and internationalizing the business curriculum. Overall, however, there is a cohesive and continuing intent to "curricularize the international" across the college and the community.

At BCC, faculty developed is the central means of advancing the international dimension. Our teachers and administrators, in large and increasing numbers, participate in many BCC-sponsored opportunities for study and assignments abroad. These transcultural experiences are available through BCC's membership in international education consortia, implementation of federal grants, leadership responsibilities in our extensive summer study abroad program for students, and faculty exchange agreements. Faculty development is especially crucial in BCC's international dimension because we want to affect the curriculum, community, and students as widely as possible.

At BCC, leadership come from both the ability to lead as well as to follow the administration and the faculty. The president establishes the official commitment to the philosophy and implementation of particular institutional objectives; the Associate Vice President For International Education works on the

student/faculty/community level to enhance those programs that come into being and to help initiate others. This position was created in 1986 as a full-time responsibility. There is also continuous participation in decision making at all levels; for example, the provosts at our three campuses are directly involved (as are division chairpersons) in selecting faculty for overseas assignments and for domestic enrichment opportunities.

The president sets the general course upon which the college is embarked. In the college's most significant document, its catalogue, the brief "President's Message" welcomes the students with these words: "Brevard Community College is your place to begin...to learn from and contribute to our growing, progressive institution, our community, and to our world." A few pages later, the following statement appears:

> It is the policy of Brevard Community College to encourage and support the development of the many aspects of international/intercultural education. These would include (1) a structured process for the involvement of the community and the college; (2) study-abroad programs; (3) the internationalizing of the curriculum; (4) proper and effective programming of international students on campus; (5) programs of an international/intercultural nature for the community; (6) student, faculty, and staff exchange programs; (7) consultant and support services with foreign institutions; and (8) staff and program development activities.

In addition, Brevard has helped create and belongs to consortia such as the International/Intercultural Consortium of the American Association of Community and Junior Colleges and the Florida Collegiate Consortium for International/Intercultural Education.

Also, BCC co-directs with the University of West Florida the Florida-China Institute which was created by the state legislature of Florida. It is one of almost a dozen institutes which are endorsed and encouraged by the state to link partnerships of community colleges and state universities with countries and areas abroad.

The Brevard administration supports the college's general education goals by providing staff time and funds so that Brevard can apply and qualify for grants such as those available from the federal government. For example, Brevard received a two-year grant in 1978 from the Undergraduate International Studies Program which provides funds for the development of international dimensions in the general education curriculum. Since then, it has received a continuing series of federal grants: a group study abroad program to India, a grant to internationalize the business curriculum, and funds to host foreign curriculum consultants.

The administration also encourages and facilitates intercultural/international encounters and exchanges. For example, since 1982 there has been an annual one-week's visit to our college by a delegation of Indian educators who are sponsored by the Fulbright commission. Other groups of educators are also frequent visitors, providing opportunities for our students and faculty to learn from the visitors as well as to provide educational services to them. These educators, among others, benefit from the on-campus International Foundation House which provides four guest rooms and a conference/reception room. The cost of $50,000 for construction was raised by the BCC Foundation through donations of cash, building materials, and construction skills.

Foreign student enrollment at Brevard is welcome and has occurred in relatively large numbers. Currently, the total is over 200 students representing about fifty countries and fifteen languages. Over a third of the total is

enrolled in engineering and about a fifth in business and commerce; and their primary source of funding is about evenly divided between their home governments and personal or family sources. This enrollment results not from active overseas recruitment, but, rather, because Brevard offers appropriate curricula, personalized counseling, and an overall environment (including it's natural beauty) that is attractive and supportive.

In contrast to those policies and actions best initiated and implemented by the administration, there are other international/intercultural dimensions at Brevard initiated by the faculty. The most successful example is our Study Abroad Programs for students. These programs were first offered in the early 1970s by individual teachers who usually directed groups of eight to ten students. The program began to expand rapidly in 1977 when 95 students went aboard; the major reason for the expansion was that one faculty member had gone abroad as a participant in 1976 and was so stimulated by the experience that he has been organizing Brevard's programs ever since. He is the vitalizing force in a program that sends more than 300 students overseas annually; last year, students participated in five courses in Europe and two in Asia, and these also involved about twenty Brevard teachers and administrators.

International And General Education

When initiating, organizing, and implementing an international dimension in a community college, college leaders should give conscientious attention to the central importance of general education. While America's need to be competent and competitive in global politics and economics is advanced by the study of international subjects and foreign languages, educators must also help students achieve personal and vocational benefits from transcultural education and experiences. These kinds of opportunities should be an integral part of the general education curriculum that affects all students, regardless of their academic and occupational goals.

The special pedagogical distinction is that the purpose of such general education should focus on "the student as subject" in helping students become aware of the ways that ethnocentrism leads to cultural conditioning. Each culture tends to insist that its own code of behavior is not only appropriate locally but is also "natural." For example, people from other countries who become U.S. citizens must pass through a process called "naturalization."

The specific implications for general education are clear. An indivividualized, culturally transcending perspective can result from adding transcultural dimensions to existing and new courses. In a course in cosmetology, for example, it will be stimulating and insightful to consider, even briefly, the "nature" of beauty. It should not take long to discover many of the ways in which cultural values serve more as censors than sensors. Learning about and from other peoples and cultures will result not only in our increased knowledge and understanding of them, but also in contrasting perceptions of ourselves. Through involvement and appropriate study, we can develop empathy, humility, respect, appreciation, gratitude, humor, and an overall sense of what it is to be human.

How each community college implements its international dimension will depend on its own purposes, procedures, and personnel. The community college system is so diversified that it is not possible (or desirable) to prescribe uniform methods and curricula for achieving educational objectives. We have come a long way in international education. How far and in what ways we will continue are questions that will be better answered because of what we are learning from our own culturally transcending studies and experiences.

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